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ABSTRACT

The purpose of this paper is to explore the relationship of one of the most celebrated areas of the humanistic education movement--values clarification--to some current emphases in secondary school speech communication education. Popular speech communication texts directly incorporate activities found in values clarification literature or encourage students to discover, develop, and act on their own values. Some of the humanistic goals, teaching methods, student learning activities, and evaluation procedures of both values clarification and interpersonal communication are examined. The major focus of this paper, then, is on a framework from which speech communication educators might consider the work of a related discipline, the impact of which is already noticeable in textbooks and teaching. It is concluded that in the speech communication classroom, values clarification activities can be used as motivational techniques and as methods for teaching interpersonal communication skills. (Author/RB)

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SPEECH COMMUNICATION

AND

VALUES CLARIFICATION

Paper Presented
at
EASTERN COMMUNICATION ASSOCIATION
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INTRODUCTION

Over the past several years speech communication education has shifted its primary emphasis from public speaking to a broader field of studies including interpersonal communication. This change has focused the concept of the process of communication as the center of our discipline, the development of effective senders and receivers as our goals, and the increased acceptance of cognitive and affective learning processes as our domanins. Recent interest in interpersonal communication parallels increased attention to the application of humanistic psychology to classroom learning. The goals of personal growth, heightened attention to affective as well as to cognitive learning, practice in individual and group decision making, and the creation and maintenance of satisfying relationships with others and with our environments are only some of the objectives commonly sought in curricula integrating principles of humanistic psychology or interpersonal communication.

The purpose of this paper is to explore the relationship of one of the most celebrated areas of the humanistic education movement, Values Clarification, to some current emphases in secondary school speech communication education. Many popular speech communication texts directly incorporate activities found in values clarification literature, or in a general way, encourage students to discover, develop, and act on their values.[1] This paper examines some of the humanistic goals, teacher methods, student learning activities, and evaluation procedures of both values clarification and interpersonal communication. My concern will not be with conceptual differences

or criticism of either area, but on a framework from which we in speech communication education might consider the work of a related discipline whose impact is already noticeable in our texts and teaching.

HUMANISTIC GOALS: VALUES CLARIFICATION AND INTERPERSONAL COMMUNICATION

In their recent article on interpersonal communication in The Speech Teacher, Arthur Bochner and Clifford Kelly state that their "...major thesis is: all training in interpersonal skills should have as its objective the development of interpersonally competent individuals."[2] They decry the desensitizing forces of contemporary living and remind us that: "Achieving interpersonal competence is a serious challenge to those of us who believe that our society can be humanized and that its members can experience significance in their interpersonal lives."[3] One of the assumptions essential to their framework is that every person is motivated to interact effectively with his or her envoronment; the individual wants to influence his or her world. This assumption is consistent with the belief in the fundamental, positive, growth-promoting nature of human beings of humanistic psychology, a major influence in the values clarification movement. Carl Rogers said, "I dare to believe that when the human being is inwardly free to choose whatever he deeply values, he tends to value those objects, experiences, and goals which make for his own survival, growth, and development and for the survival and development of others. I hypothesize that it is characteristic of the human organism to prefer such actualizing and socialized goals when he is exposed to a growth-promoting climate."[4] Not only, then, is the growth of personally and socially humanized people more desirable for

society, it is also ultimately desired and sought by each of us.

In his book, Human Values in The Classroom:Teaching for Personal And Social Growth, Robert Hawley sharply focuses the bleiefs of Carl Rogers and others when he says,"It is the school's chief function to produce socially self-actulaizing people."[5] This statement concerning the role of educational institutions points to Bochner's and Kelly's second assumption that individuals are not effective at birth; we are asocial, neither effective nor ineffective. Social effectiveness is learned throughout life.[6] Furthermore, Rogers maintains the necessity of "growth promoting climates"for the learning of self actualization, and,therefore, social effectiveness. Thus, the responsibily of the school is crucial to the development of effective human beings.

Guidelines for teaching and curriculum planning come from research in a variety of areas. According to Bochner and Kelly,it suggests that all effective interpersonal processes share a common core of characteristics which are,essentially, the ability to diagnose; the ability to understand the interpersonal context; and, the ability to act on one's understanding, effectuation.[7] Complete social effectiveness involves transformation of one's understanding into action.

These guidelines are highly consistent with the processes of values clarification. Students are not only asked to choose and to cherish values, but they are also asked to act upon them in a way that is consistent with other values in their lives. Louis Raths, developer of the values clarification theory, defines a value as "A personal guide that gives direction to life, helps us relate to

the world and take purposeful action."[8] Dr. Simon and Dr. Harmin further state that, "This action emphasis is very important in the search for values. Many of the social conflicts of our time rage on because so many of us have a giant gap between what we "say" and what we "do." For many, this gap is a chasm."[9]

One additional goal of values clarification and interpersonal communication isthe teaching of a process. Speech communication education now places less emphasis on external, prescriptive standards of behavior and pays less attention to the product, "the speech," than to students' understanding of the various verbal and non verbal, social, linguistic, and psychological processes by which messages are encoded and decoded. Sharon Ratcliffe and Deldee Herman, for example, state in their teachers guide to Adventures in the Looking Glass that the contemporary communication approach aims at identifying available options, determining which options are appropriate to each of us, communicating with ourselves and with others in order to achieved the desired option, making and living with a decision and having the courage to change it in the future. They state, furthermore, that the contemporary approach means that students seek out their own values and behavior. "What is "right or wrong," "good or bad" for me takes precedence over, yet clearly takes into consideration, what others (or "what society") tell me is appropriate behavior for me."[10]

Simon and Harmin propose a method which shares many of the qualities described by Ratcliffe and Herman.[11] Rather than directly or indirectly teaching a fixed set of values, a traditional approach, values clarification offers a process for learning what one's values

are. They suggest that the shift to process learning in subject matter education in general should now happen in values education.[12] The emphasis is on valuing, not values. Simon says, "We're very much opposed to the idea that values are something to be inculcated. What these courses offer is a process kids use to examine value systems and then select and reject elements from each."[13]

VALUES CLARIFICATION PROCESS

Having explored some of the goals common to values clarification and to interpersonal communication studies, let us now consider the values clarification process itself. In Values Clarification and Teaching, Raths, Harmin, and Simon say, "In general, we might say that we apply critical thinking techniques to matters that are largely in the affective domain."[14] Thinking skills help students to discover alternatives and to predict possible outcomes of their choices, but valuing leads to making a choice and cherishing and prizing to sustain the choice. There are seven criteria for a value. If one can meet all seven criteria, he or she holds a value. The criteria are:

1. Choosing from alternatives
2. Choosing after careful consideration of the consequences of each alternative
3. Choosing freely
4. Prizing, being glad of one's choice
5. Prizing, being willing to publicly affirm one's choice
6. Acting upon one's choice, incorporating choices into behavior[15]
7. Acting upon one's choice repeatedly, over time

If we meet only some of the criteria, we are said to have, not true values, but "values indicators." Some values indicators include attitudes, feelings, opinions, morals, thoughts, goals, aspirations and worries.

Finally, the seven criteria outline a process by which we, not another person, discover in a nonquantitative way whether or not we hold values, which Raths, Harmin and Simon define as "... those elements that show how a person has decided to use his life..."[16] What is important to note is that the criteria outline, not a universal set of standards, but a process for valuing incorporated into a variety of learning activites by which one can come to learn more clearly those tenents on which he or she has explicitly or implicitly directed a life.

SPEECH COMMUNICATION AS A FUNCTION OF VALUES CLARIFICATION

Let us now investigate some of the ways in which speech communication functions in the values clarification process. Raths, Harmin, and Simon offer an extensive description of one aspect of speech communication in values clarification, the class discussion on value-related issues.[17] Their discussion, emphasizing techniques that lead to wider usage than values clarification, offers specific examples of the value clarifying discussion, role playing, contrived incidents, the zig-zag lesson, the devil's advocate, and value continuum. These and many more specific activities found in Values Clarification : A Handbook of Practical Strategies for Teachers and Students are designed to stimulate thinking, talking, playing out, the consideration of alternative values held by others, and the choice of values.[18]

But valuing is not essentially a collective, group or imitative process, and Simon et al. caution against the "noise" of defensiveness, arguing, student attempts to please the teacher, to "show off," to conform, or to remain passive while others speak in discussions.[19] They insist on private, deliberate thought, personal decision making, and evaluation and offer a variety of writing assignments for students,

Harmin and Simon are also citing the central function of speech, however, when they say, "Many so-called humanistic psychologists , such as Carl Rogers, say that if a person is put into a supportive social environment and encouraged to tune-into his feelings and the feelings of others, and if he is taught communication skills that minimize distortion, he will naturally tend to make wise judgments and will use experience to correct judgments that are unwise."[20]

Robert Hawley underscores these notions when he says," Improving communication skills, then, requires an awareness of the variety and scope of this "noise" and skills for reducing and controlling "noise" in the message."[21] Hawley defines noise as anything which channels energy away from the business of understanding and supporting.

Speech communication teachers will readily see thay Harmin, Simon, and Hawley are referring to positive feedback, intrapersonal communication, empathic listening, reduction of internal and external interference, or "noise," and the effective receiving of feedback as a modifier of our own behavior as requisites for personal growth, Furthermore, these dimensions of communication behavior are described as the essential operations by which wise judgments and understanding are, in fact, achieved.

In an article entitled "Beyond Values Clarification," Howard Kirschenbaum re-examines some of the dimensions of the valuing processes he and his colleagues have been using. Referring to the evolution of his own thinking, Kirschenbaum says, "I realized how the goals of more effective <u>communication</u> and the ability to deal with one's <u>feelings</u> were as important as the choosing, prizing, and acting goals of values clarification. Simultaneously, Sid Simon

and Merrill Harmin also were experiencing the power of verbal and nonverbal communication exercises in their work."[22] Values clarification, therefore, not only uses communication based activities as a means of discovering values and of exploring others's values, but the process of learning how to communicate effectively can also be a values clarification process in itself.

Kirschenbaum further explores the functions of speech when he discusses one of the seven valuing criteria: affirmation. Although affirmation does seem suitable for public settings, most of the values clarifying activities occur in dyadic or small group settings. It does also seem that when we are affirming, we are less concerned with the process of valuing than we are with the product. Affirmation seems to have value for those who have an opportunity to clarify their values by listening to others, but not for the person engaged in the process. Kirschenbaum prefers to substitute"sharing" for affirmation as an intrinsically important part of the process for the person doing the valuing. Essentially, he defines "sharing" as the sharing of self or self disclosure. Self disclosure is a values clarifying process:

> First, because we are social beings whose self-concept is developed through interaction with others. Only by sharing our inner selves with others and by receiving their acceptance or successfully coping with their rejection can we fully accept ourselves or deal with the aspects of ourselves which we, to some extent, reject. And if we do not accept ourselves, then neither can we become open to our inner experiences nor can we have the confidence to make our own choices. Secondly, self-disclosure has a clarifying effect. As we reveal ourselves, we hear ourselves speak,we get others' reactions, we think "that's not exactly what I meant to say" or "I haven't conveyed what I'm really feeling" or "next time I'd like to put it differently." 23

Kirschenbaum concludes that since self-disclosure is essential to the values clarification process, then values clarification must be broadened "to include all those processes by which effective self-disclosure takes place - in a word: communication.... the giving and receiving of feedback, sending clear messages, empathic listening - all these processes and others foster self-disclosure and exposure to alternatives and, therefore, are part and parcel of the values-clarification process."[24]

Kirschenbaum also expands the traditional processes of choosing, prizing, and acting to include five major areas: Feeling, Thinking, Communicating, Choosing, and Acting.[25] Many of his subprocesses include areas traditionally taught in our own speech classes. The Feeling category, for example, includes openess to and acceptance of one's inner experience. Thinking includes distinguishing fact from opinion, supported from unsupported arguments, analyzing propaganda and stereotypes, and using logic. Communicating includes sending clear messages verbally and nonverbally, empathic listening, drawing out, asking questions, giving and receiving feedback, and conflict resolution. Choosing includes generating and considering alternatives, problem solving, data gathering and choosing. Out of context, this listing might well be an outline for a curriculum with courses in intrapersonal and interpersonal communication, public speaking and propaganda, argumentation, and group discussion rather than an outline of processes of values clarification.

Finally, Kirschenbaum asks his colleagues to look beyond the confines of the original construct of valuing. He confronts his colleagues with the knowledge that their work

clearly involves feelings and communication. He asks them to include these other dimensions in their work and encourages them to engage in dialogue with other branches of humanistic education to enhance the development of teaching methodology. Similarly, speech communication teachers might look beyond the specific exercises and objectives of their teaching to see the implications of their work on the values clarifying of their students.

VALUES CLARIFICATION IN SPEECH COMMUNICATION EDUCATION

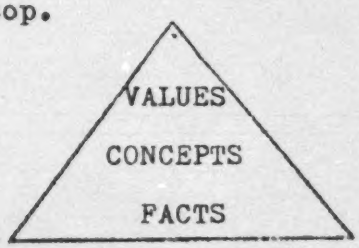
Recent publications have offered a wealth of materials on games and activities to motivate learning and to illustrate principles of communication through direct experience. Values clarification exercises are sometimes included in this literature, but they are viewed as "distant cousins," invited, yet not fully welcomed into the classroom. A recent article in The Speech Teacher, for example, states that, "Many of the exercises suggested by Sidney Simon. Leland Howe, and Howard Kirschenbaum in Values Clarification can be used for enjoyment in the classroom - providing a change of pace, a novelty effect, and tension relief - as well as directing attention to specific areas of concern."[26] The"significant areas of concern"alluded to are not developed and are also, perhaps, overlooked by teachers.

Alton Barbour and Alvin Goldberg state in Interpersonal Communication : Teaching Strategies and Resources that, "The study of interpersonal communication allows for tremendous flexibility and resourcefulness in techniques and methods of teaching and learning."[27] Teachers are engaged in obtaining both the sustained personal involvement that is hoped for in effective motivation and the development of

skill in communicating. Values clarification activities might notonly provide an initial motivation or change of pace, but they might also offer a source of activities designed to illustrate the use of effective intrapersonal and interpersonal communication.

More important than merely incorporating specific values clarification exercises in their classes, however, teachers might become more mindful of the broader nature of their work in helping students to clarify and to act on personal values as they learn communication skills and principles. And the speech teacher, in considering Howard Kirschenbaum's five categories of valuing processes, might also re-examine areas commonly considered as primarily cognitive; argumentation, public address, propaganda, discussion teachiques, etc., and the impact learning in these areas has on values formation and the affective growth of students.

These concepts are elaborated in Clarifying Values Through Subject Matter by Harmin, Kirschenbaum, and Simon.[28] Dr. Simon frequently poses in his books and articles a question which his teacher, Dr. Louis Raths, often asked his students. What is the purpose of information? The purpose of information is to inform (or give form to) our values. Harmin et al. state that education must be built on a pyramid. Facts are at the base; concepts at the center; values at the top.



Educators have dismissed the notion that the learning of facts, in itslef, is satisfactory, and teaching on the concepts level is widely encouraged today. But these authors call for a curriculum based on three levels, the third including valuing. They say that while mastering facts and dealing with concepts, students sould be asked to relate their learning to their own lives.

> We have incorrectly assumed that the ability for rational and abstract thought also enables people to make value decisions. But cognitive ability does not automatically provide people with solutions to values problems. We have seen too many people who hold college degrees, but who are unfulfilled in their own lives, their marriages, their homes, and their jobs. We have also seen brilliant scholars contribute to the destruction of human life and the physical environment because they did not consider the consequences of their work, the lives of the humans affected, or the values their work encouraged. 29

Clearly, knowledge or skill in the use of communication, whether on an interpersonal or mass media level, is not sufficient. There is no need to recount the travesties of recent or distant events to support this. As teachers we would find agreement here. But the question remains how much teaching about communication remains in the cognitive realm. How do we use cognitive skills about communication to inform students' values in their uses of these skills? If we attempt to help students clarify personal values in the process of learning to communicate, it is also necessary to clarify values on the uses of communication skills once mastered. Barbour and Goldberg comment:

> Affective learning is every bit as important as cognitive learning, yet it has been ignored by the schools,as have the concerns for values. The teacher of interpersonal communication can hardly avoid dealing with the affective or emo-

> tional side of learning or trying to deal with the questions of values that such learning involves, even though there is no "right answer" to such questions. 30

TEACHER COMMUNICATION

Having examined some of the ways in which values clarification and speech communication are related to students' learning, let us now consider their functions in the teaching process. We have, of course, already briefly discussed the importance of the teacher since social effectiveness is a set of learned skills. In stating that values clarification or personal growth can occur in "growth promoting" or supportive environments, Carl Rogers and others have indicated the direction of the teacher's role. The teacher's skills are more subtly, yet no less consciously and skillfully, employed in classrooms emphasizing process learning and student responsibility for their learning. Although students are often involved in group work, projects and other independent activities, the teacher still structures learning, shares knowledge and sets the tone of openess, trust, and honesty while motivating students to do work that is demanding, rigorous, and of high quality. Barbour and Goldberg state:

> Fundamentally,... the teacher must be able to facilitate learning, to provide information, to stimulate face-to-face experiences which place responsibility for learning on the students, to identify and utilize resources in the class for information and insight, and, most importantly, to practice what he preaches about the ways in which individuals relate to and communicate with one another. 31

Raths et al. include a lengthy discussion of a particular type of teacher communication, the value clarifying response.[32] Essentially, this is a way of responding to students in order to encourage them to consider what they are choosing, prizing, or

doing. Like other constructive feedback, it is not evaluative, but it stimulates the students to think about values. "Did you think about the alternatives yet?" "Have you done anything about that?" "What are some of the good points about this?" This form of feedback is often given in"one-legged conferences" because the teacher's responses are brief and offered while he or she is "on the run" during the day. It offers the teacher another communication strategy, another reminder about the numbers of ways teacher communication can be used effectively.

Summing up the role of the teacher in the classroom, Harmin et al. have listed some of the teacher beahviors that seem to promote effective values clarification. Like those discussed by Barbour and Goldberg for the interpersonal communication teacher, almost all of these guidelines are related to communication behavior, especially to listening, offering feedback, and questioning, rather than the traditional teacher communication, "telling." Values clarification is effective when a teacher

- is accepting and nonjudgmental
- encourages diversity; realizes that there are no absolute right or wrong answers for another's value questions
- respects the individual's choice to participate or not
- respects the individual's response
- encourages each person to answer honestly
- listens and raises clarifying questions with students
- avoids questions which may threaten or limit thinking
- raises questions of both personal and social concern 33

EVALUATION OF LEARNING

In addition to the problems of dealing with a variety of cognitive and affective experience, clarifying values and structuring appropriate learning activities, the teacher is also faced with the problems of evaluation. Some difficulties center around the fact that it is sometimes easier to evaluate some of the lower

cognitive skills than conceptual or affective learning. Other problems arise because we do not have a precise theoretical definition of personal growth for adolescence against which progress may be measured. Furthermore, the acid test of one's ability to use communication or values effectively comes in one's life, lived largely outside the classroom. Another difficulty is that humanistic education stresses role-free, non-judgmental, and open communication between teachers and students. Traditional grading systems in which the locus of evaluation is in the teacher's judgment on the student's cognitive classroom output, which is in competition with other students' work, is inimical to all that we have been discussing.

Although evaluation is always a fragile operation, there are methods by which the scalpel is used less painfully and more profitably, without leaving "scars." First, the teacher must be aware of the subtle power to evaluate positively or negatively in feedback. A brief, immediate response can signal support and reinforcement as easily as it can sound a doomsday knell to a student. Second, for all students, especially for those who choose"to pass" on class activities, there must exist the opportunity to demonstrate both their learning of communication principles and their understanding of the possible application of the principles to their lives. Since student comments are necessarily based on subjective experience, the teacher might establish criterion referenced standards such as the following for student reports. "First, your comments must be clearly stated. Second, they must be clearly related to a concept in the text. Third, they must show a possible application to your life."

questioning, as well as informing and "telling."

Finally, evaluation, always a difficult area, can be done using principles consistent with personal growth and can range from simple and subtle experiences, such as offering feedback, to a highly developed set of criterion referenced assignments or contracts. Whatever the method, the purpose is to enhance students' learning and growth.

This paper, an attempt to explore some of the implications of values clarification in speech education and speech communication in values clarification, offers not an analysis of their differences or a critical appraisal of their assumptions, but a framework in which speech communication teachers might consider values clarification as a focus whose impact is already discernible in our texts and teaching. Second, I hoped to demonstrate the integral nature of communication to the work of clarifying values and the importance of values clarification in learning, using, and applying speech skills. Both areas have much to offer each other as academic disciplines and us as teachers.

FOOTNOTES

[1]A sampling of these includes the following:

R. R. Allen, Sharol Parish, and C. David Mortensen. Communication: Interaction Through Speech (Columbus,Ohio: Charles E. Merrill Publishing Co., 1974).

Kathleen Galvin and Cassandra Book. Person to Person: An Introduction to Speech Communication (Skokie, Ill.: National Textbook Company, 1973).

David W. Johnson. Reaching Out: Interpersonal Effectiveness and Self Actualization (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972)

Sharon Ratcliffe and Deldee Herman. Adventures in the Looking Glass: Experiencing Communication with Yourself and Others (Skokie, Illinois: National Textbook Company, 1974).

Charles A. Wilkinson. Speaking of...Communication (Glenview, Illinois: Scott, Foresman and Company, 1975).

[2]Arthur Bochner and Clifford Kelly, "Interpersonal Competence: Rationale, Philosophy, and Implementation of a Conceptual Framework," The Speech Teacher, XXIII (November, 1974), 286.

[3]Ibid., 301.

[4]Carl Rogers, "Toward A Modern Approach To Values: The Valuing Process in the Mature Person" in Readings in Values Clarification ed. by Sidney Simon and Howard Kirschenbaum (Minneapolis, Minn.: Winston Press, Inc., 1973), 89.

[5]Robert C. Hawley. Human Values in the Classroom: Teaching for Personal and Social Growth (Amherst, Mass.: ERA Press, 1973), 7.

[6]Bochner and Kelly, 288.

[7]Ibid., 289.

[8]Sidney Simon, "Sid Simon on Values: No Moralizers or Manipulators Allowed," Nation's Schools (December, 1973), 40.

[9]Sidney Simon and Merrill Harmin, "Subject Matter with A Focus on Values," Educational Leadership, 26 (October, 1968), 39.

[10]Sharon Ratcliffe and Deldee Herman, Adventures in the Looking Glass Teachers Guide (Skokie, Illinois: National Textbook Company, Inc., 1974), 3.

[11] Merrill Harmin and Sidney Simon, "Values," in Readings in Values Clarification, 4-16.

[12] For example, students might do projects in which they act as historians, scientists, or economists engaged in learning the operations of work in those disciplines.

[13] Sidney Simon,"Sid Simon on Values," Nation's Schools, 40.

[14] Louis Raths, Merrill Harmin, and Sidney Simon, Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), 9.

[15] Ibid., 259.

[16] Ibid., 6.

[17] Ibid., 112-130.

[18] Sidney Simon, Leland Howe, and Howard Kirschenbaum, Values Clarification; A Handbook of Practical Strategies for Students and Teachers (New York: Hart Publishing Co., Inc., 1972).

[19] Raths, Harmin, and Simon, Values and Teaching, 106-107.

[20] Harmin and Simon, "Values," in Readings in Values Clarification, 13.

[21] Hawley, Human Values in the Classroom, 39.

[22] Howard Kirschenbaum, "Beyond Values Clarification," in Readings in Values Clarification, 94.

[23] Ibid., 101.

[24] Ibid.

[25] Ibid., 102-106.

[26] Richard Weaver, "The Uses of Exercises and Games," The Speech Teacher, XXIII (November, 1974), 303.

[27] Alton Barbour and Alvin Goldberg, Interpersonal Communication: Teaching Strategies and Resources (New York: ERIC/RCS Speech Communication Module, Speech Communication Association, 1974), 5.

[28] Merrill Harmin, Howard Kirschenbaum and Sidney Simon, Clatifying Values Through Subject Matter (Minneapolis, Minn.: Winston Press, Inc., 1973)

[29] Ibid.,23.

[30] Barbour and Goldberg, Interpersonal Communication, 54.

[31] Ibid., 5.

[32] Raths, Harmin, and Simon, Values and Teaching, 51-82.

[33] Harmin, Kirschenbaum, and Simon. Clarifying Values Through Subject Matter, 37-38.

[34] For a more complete discussion of evaluation procedures see: "Selected Approaches to Seech Communication Evaluation: A Symposium" Sara Latham Stelzner, " A Case for Contract Grading:"127-132; Cassandra Book, "Contract Grading In The Interpersonal Communication Course," 133-138; Andrew D. Wolvin and Darlyn R. Wolvin, "Contract Grading in Technical Speech Communication," 139-142; Valgene Littlefield, "Behavioral Criteria for Evaluating Performance in Public Speaking," 143-145; Robert E. Potter and David B. Strother, "A Means of Accountability in Oral Communication Performance," 146-150 in The Speech Teacher, XXIV (March, 1975).

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For unit, module,or course work, the teacher and students might establish a clearly delineated contingency contracting system where students know the quantity and quality of work to be done at specific intervals in the course for the contracted grade. Throughout the course, self-ratings, peer ratings, teacher ratings, feedback sessions or conferences can be arranged. Finally, evaluation of one's development in the process of learning rests with the student. The teacher should be less concerned with the "behavioral objections" approach and more concerned with behavior that is supportive of positive learning, objective self and teacher evaluation, and authentic personal growth.[34]

CONCLUSION

In the speech communication classroom values clarification activities can be used as motivational techniques and as methods for teaching interpersonal communication skills. More importantly, however, learning to use communication skills can be a values clarifying process in itself, especially in interpersonal communication. But it can also occur in other speech areas treated as primarily cognitive; argumentation, persuasion, discussion, public address, etc. For not only can personal values be clarified in the process of learning to communicate and interact with others, but social values can and should also be clarified on the uses of facts, skills and concepts, once mastered.

Teacher communication is important in the broadest sense since a positive and supportive climate must be created. No longer merely cognitive masters of communication theory, teachers must be able to apply effective interpersonal skills to their own teaching and recognize that many of their skills will be listening, responding,